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ABSTRACT

This annual report on the Los Angeles Community College District (LACCD) contains demographic and enrollment profiles of the nine colleges that compose the LACCD as well as a systemwide budget, student enrollment characteristics, and the results of a 1989 student survey. The report contains school profiles for the following district colleges: East Los Angeles College; Los Angeles City College; Los Angeles Harbor College; Los Angeles Mission College; Los Angeles Pierce College; Los Angeles Southwest College; Los Angeles Trade-Technical College; Los Angeles Valley College; and West Los Angeles College. Each school profile contains a message from the president, enrollment statistics, and highlights such as new facilities, grants received, and anniversary celebrations. Districtwide statistics on student demographics indicate that: (1) district enrollment increased from 99,631 in spring 1989 to 102,655 in fall 1989; (2) 48% of the students were under 25 years of age; (3) 37% were White, 27% were Hispanic, and 17% were Black; (4) 54% were female; (5) 63% were freshmen; (6) 26% were full-time and 41% were carrying under six units; (7) 42% attended during the day and 41% attended during the evening; and (8) 55% were transfer oriented. The document also provides results from a spring 1989 student survey, including findings on subject area interest, high school grade point average, native language, relationship of course enrollment to work plans, length of United States residence, parents' highest level of education, number of paid work hours per week, reasons for enrolling, and time spent commuting to college. The LACCD's budget for 1989-90 is also included. (WJT)

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1989

LOS ANGELES COMMUNITY COLLEGE DISTRICT

ANNUAL REPORT

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1989

LOS ANGELES COMMUNITY COLLEGE DISTRICT

ANNUAL REPORT

"Excellence and Service"

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EAST LOS ANGELES COLLEGE
Dr. Omero Suarez, *President*
1301 Brooklyn Avenue
Monterey Park, California 91754
213-265-8650

LOS ANGELES CITY COLLEGE
Dr. Edwin Young, *Acting President*
855 North Vermont Avenue
Los Angeles, California 90029
213-669-4000

LOS ANGELES HARBOR COLLEGE
Dr. Robert Standen, *Acting President*
1111 Figueroa Place
Wilmington, California 90744
213-518-1000

LOS ANGELES MISSION COLLEGE
Lowell Erickson, *President*
1212 San Fernando Road
San Fernando, California 91340
818-365-8271

LOS ANGELES PIERCE COLLEGE
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6201 Winnetka Avenue
Woodland Hills, California 91371
818-347-0551

LOS ANGELES SOUTHWEST COLLEGE
Dr. Thomas Lakin, *President*
1600 West Imperial Highway
Los Angeles, California 90047
213-777-2225

LOS ANGELES TRADE-TECHNICAL COLLEGE
Dr. Evelyn Wong, *Acting President*
400 West Washington Boulevard
Los Angeles, California 90015
213-746-0800

LOS ANGELES VALLEY COLLEGE
Dr. Mary Lee, *President*
5800 Fulton Avenue
Van Nuys, California 91401
818-781-1200

WEST LOS ANGELES COLLEGE
Dr. Linda Thor, *President*
4800 Freshman Drive
Culver City, California 90230
213-836-7110

LOS ANGELES COMMUNITY COLLEGE DISTRICT ADMINISTRATIVE OFFICE
617 West Seventh Street
Los Angeles , California 90017
213-891-2000

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LINDSAY CONNER
President, Board of Trustees
1989-90

MESSAGE FROM THE PRESIDENT OF THE BOARD

"WE ARE CONTINUING TO BUILD A COLLEGE SYSTEM DEDICATED TO THE TWIN OBJECTIVES OF EXCELLENCE AND SERVICE"

During the past year, the Los Angeles Community Colleges continued their resurgence. Rebounding strongly from a time of reduced enrollment and internal strife, the Colleges are now educating a steadily expanding student population in an atmosphere of positive relations among faculty, students, administration and staff.

Cutting against the trend of a recent series of Southern California teacher strikes, we recently reached a successful and amicable contract settlement with our faculty and support staff, and are currently developing a system-wide planning and budget advisory committee which brings together all of the diverse campus constituencies in a cooperative effort to maximize the use of our resources now and for the future.

The Los Angeles Community Colleges are continuing to build and restructure both physical resources and human resources. We have secured funding for the construction of a permanent Mission College campus, as well as for much-needed educational facilities at West, Southwest and East L.A. Colleges. At the same time as we are reducing the size of our central administration, we have hired large numbers of new faculty to replace the ranks of retirees. In so doing, we have compiled a remarkable record of affirmative action which has greatly increased the diversity and breadth of our teaching staff.

At the end of the 1988-89 academic year, we marked the end of an era of service by two fine Board members, Wallace Albertson and Arthur Bronson. In retiring after years of productive service, they gave way to new Trustees Althea Baker and Pat Owens, who add their unique perspectives to those of my distinguished colleagues Hal Garvin, Wallace Knox, David Lopez-Lee and Julia Wu. Reflecting back on 1988-89, Hal Garvin deserves special commendation for his extraordinary efforts as President of the Board during this period of difficult decisions.

Perhaps most significant of all, this past year marked the inauguration of Dr. Donald Phelps as Chancellor of the Los Angeles Community Colleges. Having selected Dr. Phelps after a long and careful nationwide search, the Board of Trustees is truly proud of Dr. Phelps' remarkable accomplishments in his first year as Chancellor; most important among them is the unique way in which he has countered the powerful centrifugal forces in our system and brought all of its members closer together in a spirit of harmony and unified effort.

We are continuing to build a college system dedicated to the twin objectives of excellence and service. We look forward with strength and optimism to the years ahead.

1989-90 MEMBERS OF THE LOS ANGELES COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES

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MESSAGE FROM THE CHANCELLOR

"I AM EXTREMELY PLEASED WITH THE NUMBER OF IMPORTANT PROJECTS THE FACULTY AND STAFF HAVE ACCOMPLISHED"

DR. DONALD G. PHELPS
Chancellor

As I complete my second year as Chancellor of the Los Angeles Community College District, I am extremely pleased with the number of important projects the faculty and staff have accomplished under often less than ideal circumstances, and I look forward to the challenges that we face in this last decade of the twentieth century.

Most significant in my appraisal of this 1989-90 academic year has been the implementation of Phase I of AB 1725. This new law has, at last, separated the community colleges of our state from the K-12 system.

Two major aspects of this landmark legislation are funding to assist in making faculty and staff diversity a reality, and provisions that require the involvement of faculty and staff in the decision-making process through shared governance. Decisions affecting students and employees will include ample broad input before implementation takes place.

Another improvement has been the increased enrollment on all nine campuses exceeding the growth rate authorized by the state of California. Although increasing enrollment beyond capacity is a mixed blessing because we are not funded for those students over allocation, we can take pride and satisfaction in knowing that we are better accommodating the demands of the public for quality adult educational services throughout Los Angeles.

I am also pleased to report that our colleges have been receiving increased visibility through our public relations efforts, but more importantly because we are offering outstanding academic transfer programs, state of the art vocational technical training, and community services that meet the needs of our city and county's citizens.

We are not only a large institution but also an older college district. Our nine campuses are all experiencing needs that place an added burden on our faculty and staff and deserve the attention of policymakers in Sacramento. However, some of our most critical needs are beginning to be met.

We are pleased that during this college year construction on Los Angeles Mission College has finally begun. The three major structures contained in Phase I are in development and the permanent campus will receive its first students in the fall of 1991.

Ground has been broken for a new technical center at Los Angeles Southwest College and two other structures, a physical education facility and a main building conversion, should become realities next year.

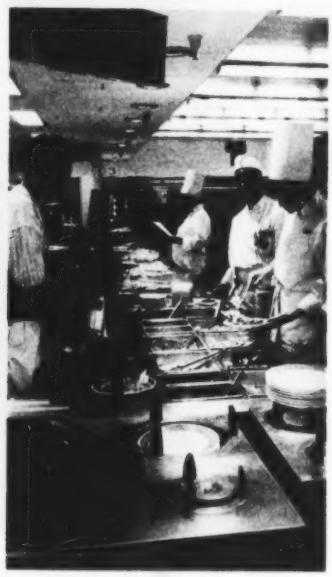
West Los Angeles College is scheduled to see four new buildings on its campus in 1991, a physical education center, student services center, fine arts building, and an aerospace complex.

Los Angeles City College is in the planning stages of its new sports complex. A new auto technology building and building conversion will occur at East Los Angeles College, and the District Office is scheduled to be headquartered in its own building by early winter of 1992.

This is only a short list of projects that are needed. However, they do provide a beginning to a District that has seen rapid deterioration in its infrastructure during the past 20 years.

We can all take pride in the role that our colleges have played in preparing newcomers from foreign shores by providing classes in citizenship and English-as-a-second-language. The quality of life in any community is only as rich as its most needy individuals. Focusing our efforts on the needs of foreign born and children places us on the cutting edge of community services that pay continuing dividends for all citizens. That's what this College District is about.

At the beginning of this year, our newly elected Board President, Lindsay Conner, established as a theme for his administration, "Excellence and Service"— those are two words to which we are all committed. LACCD can be described as nine colleges dedicated to the quality of life all Americans aspire to, with a faculty and staff providing urban education and training second to none.



DR. OMERO SUAREZ
President

East Los Angeles College serves an ethnically diverse community, providing excellent career training and college transfer education in a wide range of programs.

East continues to make strides by offering a number of specialized programs targeted for specific "communities," from contract education classes for businesses, to citizenship classes for Amnesty participants, to the Jaime Escalante Math and Science Program set up to assist students who need extra help in these areas.

The college's commitment to providing the best in educational resources can be seen in its encouragement and support of high school students planning to attend the college as well as its efforts to assist current students preparing to transfer to four-year institutions.

The college continues to serve as a cultural center for the area, with its famous Vincent Price Art Gallery collection and numerous cultural attractions.

Our sports programs were revitalized with the reinstatement of a number of athletic teams, greatly enhancing school spirit.

The college looks forward to increasing its facilities for liberal arts and vocational education and plans have been made to see that the campus realizes its full potential.

I was pleased to be named president of East Los Angeles College earlier this year and have found the campus to be a challenging environment. I look forward to strengthening the college's role in providing educational opportunities for our community.

PLANS ARE UNDER WAY FOR A NEW STATE-OF-THE-ART CAMPUS FACILITY TO HOUSE OUR AUTOMOTIVE TECHNOLOGY CLASSES

■ Dr. Omero Suarez became the seventh president of East Los Angeles College when he took office in June of 1989. He came to East from New Mexico where he headed the Valencia Junior College Division of the University of New Mexico.

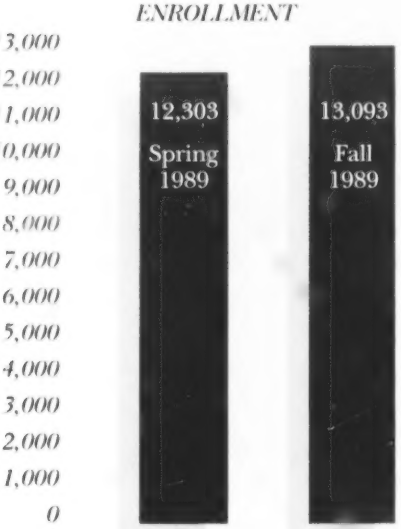
■ Student enrollment at East Los Angeles College increased six percent during the past year, from 12,439 in fall of 1988 to a current enrollment of 13,093. Foreign student enrollment also increased by 96 percent to a current total of 494 students.

■ A College Transfer Task Force was established to coordinate East's transfer programs including the Transfer Center, Honors Program and Puente Project. East works closely with Cal State L.A., UCLA and other four-year institutions to provide students with the information and assistance they need to transfer successfully.

■ Women's Volleyball and Cross Country, Men's and Women's Track and Field, and Men's Football and Soccer were reinstated, providing a major boost to school spirit. The Soccer team won the Southern California Conference title, and Track and Field and Women's Cross Country each placed first in conference competition. Football took second in the Foothill Conference.

■ A two-day Staff Development Retreat was attended by 48 faculty, classified staff and administrators. On the agenda were improved campus communications, a college program review, and planning for future staff development activities.

ENROLLMENT



■ More than 250 students at Garfield and Roosevelt high schools are getting an "early start" in their college education by being concurrently enrolled at their high schools and East Los Angeles College. This program, a joint venture with the Los Angeles Unified School District, seeks to actively encourage high school students to continue their education.

■ Plans are under way for a new state-of-the-art campus facility to house our automotive technology classes. Set to open in the fall of 1992, the new building is the first of a new group of vocational and liberal arts facilities proposed in our master plan.

■ This past year, East began to develop a Small Business Institute and Economic Development Center to provide contract education for employee training programs. In the planning stages are programs for Allstate, TRW, AT&T, and Pacific Bell.

THE JAIME ESCALANTE MATH AND SCIENCE PROGRAM RECEIVED A THREE-YEAR EDUCATIONAL GRANT, WITH $178,000 TO BE AWARDED EACH YEAR

■ The college served more than 2,500 students in its Amnesty Program. The program was established to provide citizenship training for eligible participants. Classes are offered in English-as-a-second-language and civics. The college foresees a continued increase in applicants in 1990 as the window for Phase II of the federal amnesty program starts to close.

■ East's Foundation increased its membership and expanded its role in campus development activities.

■ As a result of recent retirements and resignations, East hired 19 new full-time faculty. Enthusiastic and motivated, the new faculty reflect the college's commitment in providing quality instructional programs.

■ Through the college's efforts, the Jaime Escalante Math and Science Program received a three-year educational grant, with $178,000 to be awarded each year. The eight week summer program offers intensive classroom instruction in math, science and physics to 600 youths from neighboring junior and senior high schools. The new award will be used to augment the program by providing training for elementary and junior high school math teachers and by serving additional elementary and junior high school students.

RICARDO PINZON
East Class of 1989

"I attended East Los Angeles College for six semesters and was able to take the requirements I needed to transfer to a four year university. As a result, I was accepted to the University of Southern California, where I am currently a junior studying business administration.

"East Los Angeles College also gave me the opportunity to participate in many student events and clubs. I was chosen chairperson for the Cinco de Mayo festivities and did public relations work and served as vice president of the Spanish Club.

"I am of Mexican heritage, and I have dedicated my time to activities related to improving the lives of Latin American people. I have been a volunteer for NALLO, MAUDE, LBA, LULAC and Hermandad Mexicana Nacional. My work for them has included teaching classes in history and English to Mexican Americans preparing for citizenship, motivating elementary and high school students to continue their education, and encouraging members of gangs to go to school and avoid drugs and violence. I firmly believe that by educating our community we will find the key to prosperity in future decades."

(East L.A. College recognized Pinzon for his scholarship as well as campus and community involvement by naming him the outstanding student of 1988-89. Also in recognition of his extra-curricular activities, Pinzon was awarded a number of prestigious scholarships including the Premark and the MAGA awards which help him pursue his studies at USC.)

DR. EDWIN YOUNG
Acting President

"Los Angeles City College celebrates 60 years of excellence" was the theme of City's 60 year anniversary celebration which included a wide variety of cultural and social events to honor the achievements of its campus community and alumni.

Beginning with an enrollment of 1,350 in 1929, LACC today serves a multi-ethnic student body of over 16,000 day and evening students and thousands more in the form of community service programs.

The history of LACC is one of constant adaptation to meet the changing needs of its students—at first those of the Depression era, then the soldiers returning from the Second World War, followed by the baby boomers and student protestors of the '60s, and most recently the large numbers of immigrants who turn to LACC for career training and transfer education. LACC continues to help students turn dreams and aspirations into reality.

Amnesty, English-as-a-Second-Language, GAIN, Second Start and Foster Parent Training are only a few of the many newer programs introduced to serve the college's diverse constituency. City's programs range from state-of-the-art science and technology to a wide selection of offerings in humanities and social science.

In reviewing the accomplishments of the past year, we look forward to City's future, and predict that LACC's second 60 years will be as challenging and productive as the years which preceded it.

"LOS ANGELES CITY COLLEGE CELEBRATES 60 YEARS OF EXCELLENCE" WAS THE THEME OF CITY'S ANNIVERSARY CELEBRATION

■ LACC's cinema program celebrated its 20 year anniversary by presenting a benefit screening of its nine best student films of the past four years. The films were hailed by Los Angeles Times reviewer Michael Wilmington who said they had "a zest and honesty that puts to shame much of the commercial product now."

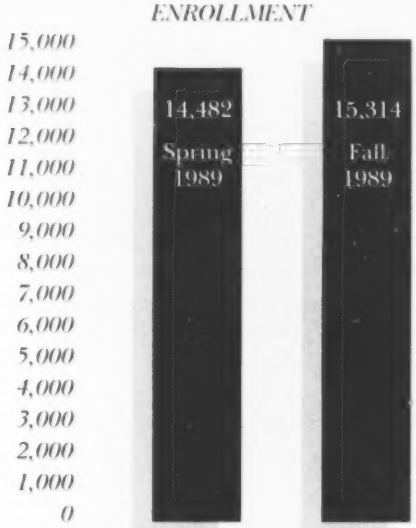
■ City's Basketball team won the Southern California Athletic Conference Championship! In their first season since the sport was reinstated at City, they had a 13-1 record, and garnered Coach-of-the-Year award for Reggie Morris. The team led the state in scoring with 101 points per game.

■ The college was awarded a $2.4 million grant from the U.S. Department of Education for a five-year, three part educational program which provides for a Student Entry and Assistance Center. The Center features a bilingual staff and is the first of its kind in the District.

■ LACC has taken an active role in the fight against AIDS by setting up an AIDS Information Center on its campus.

■ In response to the increasing need for bilingual teachers in Los Angeles, LACC developed a cooperative arrangement with California State University at Northridge to train bilingual teachers for the Los Angeles Unified School District's elementary schools.

ENROLLMENT



■ LACC's International Student program, one of the largest in the state, enrolled 1,251 students during the past year. The students came from 68 countries throughout the world.

■ The Transfer Center began to offer a Summer Session College Transfer Day. Also, LACC's commitment to transfer students was strengthened with transfer arrangements worked out between the campus Extended Opportunity Program and Services Office, and corresponding offices at Cal State L.A. and Cal State Northridge. The Transfer Center reports a 200 percent increase (over the past three years) in the number of LACC students transferring to the UC system. Also, during the past year, there was a 42 percent increase in applications to the CSU system.

■ Specially funded programs at the college reached $3.7 million during 1988-89, representing a 97 percent increase in special program dollars over the previous year.

■ City disbursed over 1,370 financial aid awards totaling approximately $2.5 million, and California Opportunity Grants alone totaled more than $373,000.

■ City's Amnesty Program enrolled over 2,200 students, of whom 550 have completed certificates of pursuit in accordance with Immigration and Naturalization Service regulations.

CITY'S BASKETBALL TEAM WON THE SOUTHERN CALIFORNIA ATHLETIC CONFERENCE CHAMPIONSHIP!

■ LACC's Disabled Student Program and Services established a High Tech Center for the Disabled which offers students the use of 10 microcomputers, two speech synthesizers, five printers, a Versabraille system, and a DECtalk text to speech system.

■ Responding to recent state legislation, LACC's Staff Development program provided a host of events for the benefit of faculty and staff, including a two-day workshop on enhancing teaching effectiveness, computer workshops, guest speakers and faculty orientation sessions.

■ As part of its high school outreach effort, LACC sponsored its Fourth Annual Mathematics Competition for local high school students. A total of 38 students competed for more than $1,400 worth of prizes consisting of cash, tuition and book grants, and pocket calculators.

■ The college began the installation of the first phase of a large scale computer system which will make available all the major programming languages across a network of 90 campus-wide work stations.

■ The Business Administration Department opened a state-of-the-art accounting computer laboratory.

■ A major effort has been directed toward improving the facilities of City College. Alterations and improvements have made college areas more functional, effective, safe and comfortable for students and staff.

■ As part of City's 60th anniversary celebration, the LACC Foundation sponsored a luncheon to honor outstanding alumni in the performing arts fields including: Bob Florence, jazz musician; Jim Goza, radio commentator; Judy Chaikin, writer and director; Jules Chaikin, music producer; Jose Quintero, stage director; Jackie Joseph, director; Madeline Rhue, stage director; and Billy Barty, actor.

■ The Theatre Department invited friends and alumni to a successful benefit performance of "Noises Off" and a reunion party.

■ The Art Department presented a Da Vinci Art Gallery exhibit covering 60 years of history at LACC.

■ The Music Department changed the name of the music building to Clausen Hall, to honor the late Leslie Clausen, Music Department chairman during the 1950s and 1960s. Members of his family, friends, and alumni attended a festive dedication ceremony.

RUTH HIRAI
Summa Cum Laude graduate
City Class of 1988

"I tell people it's never too late to go back to school for a career change.

"I came to City after working as an office assistant for a number of years, having helped to raise and support my younger sisters. At City I returned for a new career and got my associate of arts degree in paralegal studies. I was helped by excellent teachers and a great support staff.

"The good part about the program is that, in addition to your career classes, you're forced to take other classes in topics such as history and speech. They really broaden your horizon!

"I also enjoyed City's social atmosphere. I felt comfortable among the college's diverse student body which included many minority groups, students of all ages and disabled students.

"Today I hold a well paying job as a paralegal for a large firm and I also volunteer my time at the Asian Pacific American Legal Center, which I find very rewarding."

Pacific Bell employee Jacqueline Fowlkes receives her diploma at a special graduation ceremony held at City in December, 1989. The graduation honored the first 16 graduates of LACC's innovative business associate arts program offered to Pacific Bell employees at on-site locations. City's program is the largest in the state.

"OCEANS OF OPPORTUNITY," THE THEME OF LOS ANGELES HARBOR COLLEGE'S 40TH ANNIVERSARY CELEBRATION

DR. ROBERT S. STANDEN
Acting President

"Oceans of Opportunity," the theme of Los Angeles Harbor College's 40th anniversary celebration, is aptly descriptive of the college's 1988-89 academic year.

During the year, considerable progress was made in strengthening the college's commitment to shared governance, staff development and staff diversity. That progress, coupled with a continued increase in enrollment, provided a foundation for a year characterized by an extensive array of events and activities exemplifying the breadth of programs and services offered by the college.

Serving a diverse and multicultural community, Harbor College offers a comprehensive curriculum that leads students to two-year associate degrees as well as certification in vocational education areas. The college also conducts a multi-faceted program of offerings through its Office of Community Services and Continuing Education.

A strength of the college is a highly qualified faculty committed to a high standard of instruction, and a comprehensive student services program dedicated to the development of all students.

As the 1980s come to an end, the college is firmly poised to move ahead affirmatively into the 1990s.

■ President James Heinselman and nine Harbor College faculty members were named as outstanding educators and participated in a study sponsored by the University of Texas.

■ Considerable progress was made in the implementation of the college Matriculation Plan, which includes a research component reflecting a campus-wide effort to determine the needs of students.

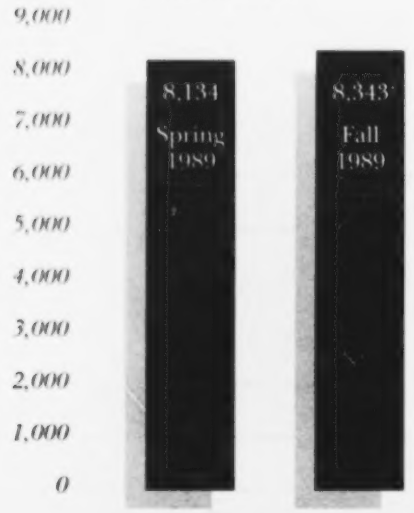
■ Over 100 administrators, faculty, staff, students and community representatives participated in the Western Association of Schools and Colleges accreditation self-study in preparation for the November 1989 visitation.

■ As the result of a cooperative effort among various community organizations, a Business Resource Center was established at Harbor College to respond to educational, training and placement needs in the college's service area.

■ The college opened one of the state's first High Technology Centers for the Disabled, which gives students access to special computer hardware and software adaptations.

■ A Transfer Center was established to facilitate the transition of Harbor College students to four-year institutions.

ENROLLMENT



■ The college's Automotive Technology Division participated in an industry training partnership program with Nissan Corporation which resulted in the donation of a $25,000 vehicle to be used in classroom training.

■ The college participated in the district's first Fulbright faculty exchange program in which one Harbor College faculty member and one instructor from a British technical college exchanged teaching assignments for the academic year.

■ Harbor College's Baseball team finished third in the state, and the Basketball team advanced to the second round of the state playoffs.

■ A Foreign Student Advisor and a Foreign Student Admissions Officer worked effectively to increase foreign student enrollment and services by 25 percent over the previous academic year.

■ The college's Disabled Student Program and Services program successfully competed for a Vocational Education grant that provides for job development for disabled vocational students.

■ A Starting-Over Survival (SOS) Center was established as a source of information and support for re-entry students.

A BUSINESS RESOURCE CENTER WAS ESTABLISHED TO RESPOND TO EDUCATIONAL, TRAINING AND PLACEMENT NEEDS

- A special short-term Saturday and Afternoon College was introduced, allowing working students to complete a traditional 20-week semester in 14 weeks.
- Substantial strides were made in the computerization of the campus library's holdings, and steps were taken to implement a districtwide network.
- English-as-a-Second-Language and Developmental Communications courses were revised and expanded, including the addition of a significant number of non-credit Amnesty classes offered on Saturdays and Sundays.
- The college's classified staff formed a Classified Senate for the purpose of articulating relevant concerns.
- Harbor College completed its third year of an innovative high school-college educational project in which 120 college-bound ninth grade students spent the year enrolled in Harbor College courses for two hours of each school day.
- The college's renowned Jazz Choir highlighted its year of performances by entertaining passengers on an Azure Seas three-day cruise to Mexico.
- Harbor College, which has a priority admission agreement for honors students with UCLA, began negotiations to establish similar agreements with other area four-year institutions.
- An increased number of student athletes took part in CHAMP (Counseling Harbor Athletes Mentor Program), which provides academic support and monitoring of each participating student athlete to enhance academic success.

Below: Harbor's Jazz Choir all set to embark for three day cruise to Mexico.

DANA ROHRABACHER
U.S. Congressman,
California 42nd District
Harbor Class of 1967

"Harbor College gave me a great education. Not only did I take my prerequisites there, but I was able to become involved in student government and have an impact.

"I spoke out on a number of issues. I helped mobilize the students to eliminate the prohibition against the playing of dominoes and chess in the Seahawk Center. For me the cause was one of personal freedom, that people have a right to choose their leisure activities and make their own decisions about what they do with their lives.

"Harbor's teachers made a difference in my life. Although they were on the opposite side of the political spectrum, I really respected them and learned much from them. Their classes and discussions were exciting and we had lively exchanges.

"If somebody asked me today, if I had to do it all over again, would I go to Harvard instead of Harbor, I'd say 'no way!' My decision to go to Harbor College would be exactly the same."

(After graduating from Harbor, Rohrabacher got a bachelor's degree in history from Long Beach State College and a master's degree from USC. He went on to work as a reporter for the Los Angeles City News Service and he wrote for the Orange County Register.

From 1981 to 1988, he served as one of President Reagan's speech writers. He was elected to Congress in 1988, and represents communities in the L.A. and Orange Counties' South Bay area.)

LOWELL ERICKSON
President

This past year has been one of the most exciting in the history of the college. Student enrollment has surged forward, new programs are being introduced, existing programs are growing, and the college looks forward to the near future when a permanent campus will be its home.

After being housed in leased buildings for 15 years, the college has begun construction of a $25 million permanent campus at Eldridge Avenue and Hubbard Street in Sylmar. Slated for completion in April of 1991, the new campus will include instructional, campus center, campus services and child development buildings.

At the same time that Mission has moved ahead on the planning, construction and equipping of the new campus, it has also achieved huge enrollment increases, in part by initiating new programs. During the past year, for example, the college founded a Business and Professional Center, offered a full range of community education classes, opened its Greater Avenues for Independence (GAIN) program, began special services for foreign-trained professionals through the "Hispanic Professional Expressway," and initiated a career program in supply water technology.

Also contributing to the college's growth has been the expansion of existing programs, such as the Amnesty program, the state-of-the-art engineering curriculum, computer science and information technology, chemical dependency studies, and the English-as-a-second-language program.

LOS ANGELES MISSION COLLEGE

"THIS PAST YEAR HAS BEEN ONE OF THE MOST EXCITING IN THE HISTORY OF THE COLLEGE!"

■ Los Angeles Mission College currently serves more than 10,000 students each semester, with nearly 6,000 enrolled in credit classes, 2,000 in non-credit programs, 1,600 participating in community education and hundreds of others enrolled in special programs ranging from contract education to GAIN. The number of people served by the college has tripled in the past five years.

■ Mission College's Amnesty Program, begun in 1988, experienced a second successful year. The program has provided English language and citizenship instruction, as well as literacy training in their native language, to thousands of students who are working toward naturalization. In fall of 1989, approximately 2,000 students enrolled, and many are continuing their education by taking credit classes in English-as-a-second-language and other subjects. Mission's Amnesty Program is considered a model for similar community college programs throughout the state.

■ Mission's newest program, Supply Water Technology, trains students who wish to work as water treatment operators for water utilities in Los Angeles and throughout the state. The program offers classes in water purification, "water" math and hydraulics, and water distribution, and prepares students for state licensing. Thirty-eight students completed the first semester's training and, of these, 37 passed the state certification examination.

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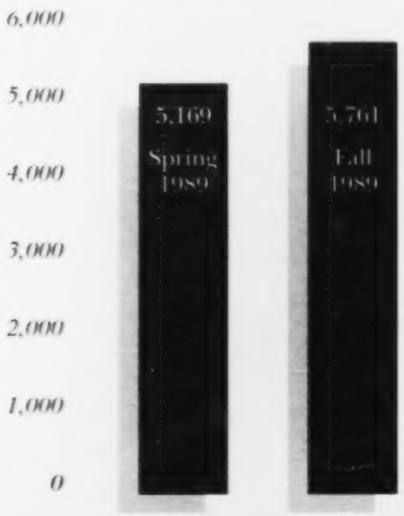


■ One of the college's fastest growing programs is engineering. Its enrollment has doubled in the past year and it now serves 110 students. One of the program's main attractions is the Parson's Engineering Lab, which allows students hands-on use of 13 IBM mini-computers.

■ Mission initiated its "Greater Avenues for Independence" (GAIN) program, the state-mandated training program for those receiving Aid to Families with Dependent Children. The purpose of the program is to provide welfare recipients with training and job skills so that they can be self supporting. The program provides participants with the use of a new training center, housing ten personal computers for computer-assisted instruction.

■ The "Hispanic Professional Expressway" enrolled more than 500 students in intensive English-as-a-second-language classes. The program seeks to help Hispanic immigrants who once had professional careers—as doctors, lawyers and teachers—in their home country, but who now are underemployed—driving taxis, waiting on tables or holding down minimum-wage jobs. The program helps them gain English language proficiency and meet the educational requirements necessary to practice their professions in the U.S. Among the 500 students being

"THE COLLEGE LOOKS FORWARD TO THE NEAR FUTURE WHEN A PERMANENT CAMPUS WILL BE ITS HOME."

served there are 314 teachers, 40 engineers, 18 doctors, 19 accountants, 15 business managers, 11 lawyers, 10 economists and 10 biologists.

■ The college continued to provide outstanding student services support, including counseling, the Extended Opportunity Program and Services, the Disabled Students Program, financial aid, and the Child Development Center.

■ Mission hosted a "Health and Education Fair," at which representatives from dozens of health care and community agencies were on hand to talk about health and wellness, distribute free information and conduct health testing. The college provided cooking and clothing making demonstrations and conducted tours of its computer laboratories, office administration, child development, electronics, and engineering classrooms.

■ The Rocketdyne Division of Rockwell International presented Mission's engineering program with $1,000 to fund computers and related equipment. The gift was made as a result of Rockwell's commitment to local engineering programs with minority enrollments. Fifty percent of Missions' engineering students are Hispanic; more than one-third are women.

■ The college began a new comprehensive "Community Education" program with more than 70 non-credit classes and workshops ranging from arts and crafts classes to business and career enhancement seminars. The first term of the program enrolled 1,600 participants.

■ The Business and Professional Center was established to provide contract education classes for businesses throughout the San Fernando Valley. Headed by Fred Obrecht, the center specializes in employee retraining programs, computer training, and curricula that reflect new methods of manufacturing. The center charges companies approximately $85 per hour per course, regardless of class size.

■ On April 3, 1989, the J.R. Roberts construction firm was awarded the contract to do site preparation and construction of the first three permanent buildings for Mission's new campus in Sylmar. By December, 1989, the following had been completed: the instructional building's foundation and floors were poured, its steel structure was erected and the Glulam beams and wood decking for the roof were in place; the first floor of the campus center was poured and framed as was the foundation of the campus services building; the student parking lot was graded and sealed and light fixtures were installed.

SHARON O'SULLIVAN
Associated Student Organization President at Mission in 1987-88

"I came to Mission having been out of school for over 20 years. I also had special needs as a disabled student. M"Mission's instructors and staff made me realize that there was still a lot I could do. They gave me a great deal of support and encouraged me to keep on going. I found that Mission increased my self esteem and helped me to handle life's situations with self confidence.

M"Today I am active in my church, the Greater Community Baptist Church in Pacoima, where I work with the youth program. Currently I'm helping them put on a Black History program."

(O'Sullivan is a member of the forming committee of the Mission College Alumni Association.)

DANIEL G. MEANS
President

Pierce continued to play an important role as one of the main centers of higher education in the West San Fernando Valley, offering a host of excellent transfer and career training programs. With an enrollment of more than 18,000 students, the college also continues to be one of the largest community colleges in California.

The school year 1988-89 was a year of transition and change for Pierce College, particularly in the area of personnel. A total of 36 new faculty retired, a new president was selected, and 21 new faculty were hired.

Our recruitment effort and, in particular, our emphasis on early enrollment, has helped us to attract comparatively younger students. Whereas the average age of students at other colleges throughout our district is 25, at Pierce the average age is 22.

In the area of sports, Pierce reinstated its football program, and plans are under way to expand both men's and women's athletics.

Planning and analysis have become key words for the campus. The college initiated an educational and facilities master plan which should be completed in 1990. In addition, a "land use analysis" has begun so that the college can more effectively serve its community.

The following summary presents highlights of the programs and activities of the past year and pays tribute to the many honors and awards bestowed upon the campus community.

PIERCE'S MARINE BIOLOGY PROGRAM HAS GROWN RAPIDLY, WITH CLOSE TO 1200 STUDENTS ENROLLED IN THE DISCIPLINE'S SEVEN COURSES

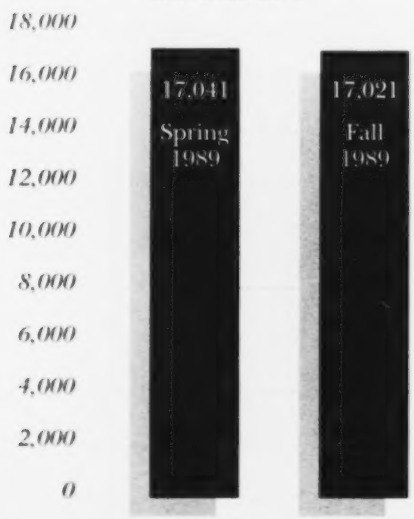
■ Two faculty made notable contributions in national professional organizations. Chemistry Professor Brahama Sharma became president-elect of the American Chemical Society. Mathematics Professor Ann Watkins was elected editor of the College Mathematics Journal and took office as second vice president of the Mathematics Association of America.

■ The Gender Equity program, which encourages students to consider "non-traditional" careers, grew by leaps and bounds as the number of students served went from 125 to 300. To accommodate this growth, the program offered 15 credit classes in "Career Exploration," "Aspects of Self Esteem," and "Study Skills for Re-entry Students."

■ Men's and Women's Diving, Men's and Women's Tennis, and Men's Volleyball all sent teams to the state playoffs. In addition, one of our Women's Tennis players and a member of the Men's Diving Team were named All-American.

■ PACE classes began to require students to write two short term papers, reflecting the new emphasis placed on "Great Books-Great Ideas" and "Writing Across the Curriculum." Pepperdine University in Malibu established a scholarship especially designated for our PACE transfer students. Honoring their "commitment to excellence in education," the college presented PACE Awards to counselor Nan Ramirez, instructor James Burry and administrator John Farhood.

ENROLLMENT

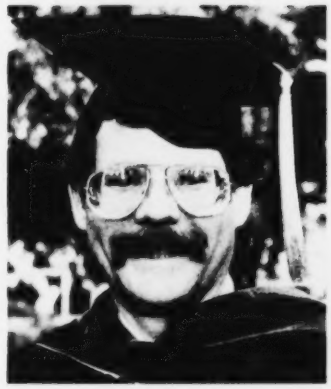


■ A lecture series titled "Central America–Viewpoints and American Policy" featured guest speakers Abraham Leventhal of USC, economist Manuel Pastor, UCLA geographer Charles Bennet, and Julian Nava, former U.S. ambassador to Mexico.

■ Pierce's Marine Biology Program has grown rapidly, with close to 1200 students enrolled in the discipline's seven courses. As part of the program, students are engaged as interns to do cooperative research at local universities and labs. One student is assisting in a USC study of kelp ecology on Catalina Island; another is working with researchers at Malibu Lagoon to determine how the fauna of this man-made lagoon compare with those in a naturally occurring estuary; while others are working to assess the health of nearby Santa Monica Bay. We are the only community college in Southern California offering this type of program.

■ Women's Physical Education Professor Lynn Haile was honored in June as a recipient of the Far West Ski Association's 1989 Jimmy Huega Humanitarian Award. Haile was cited for her work with the Pierce College Disabled Ski Program, which she founded in 1974. The program

"I FEEL MY ASSOCIATE DEGREE IN CHEMISTRY FROM PIERCE WAS THE MOST IMPORTANT DEGREE I RECEIVED"



BRUCE NOVAK, Ph.D.
Associate Professor of Chemistry at UC Berkeley
Pierce Class of 1981

"I feel my associate degree in chemistry from Pierce was the most important degree I received. For it was at Pierce that I blossomed and a brand new world opened up for me. I developed intellectual maturity, personal confidence and a positive self image.

"I chose Pierce because a community college was the only college that would accept me. I'd been bored in high school and as a result my grades weren't that good. After high school I worked for a couple of years in a factory. Eventually I began to think there had to be more to life. I joined the Army, and after completing my service I attended Pierce on the G.I. Bill.

"I took chemistry because I had always been fascinated by the sciences. When Professor Glenna Christie introduced me to chemistry, I was hooked. My chemistry professors at Pierce taught me something very important—creativity is really looking at something everybody else looks at, but seeing it differently."

(After leaving Pierce, Dr. Novak went on to get his doctorate in chemistry from the California Institute of Technology. He was asked to join UC Berkeley's faculty on the strength of his innovations, which included a revolutionary new process for making industrial plastics using water instead of chemical pollutants. He is currently the director of a research project on polymers.)

has helped over 200 physically handicapped and blind students learn to ski.

■ For the sixteenth year in a row, Pierce College journalism students took the most awards of any college competing at the state Journalism Association of Community Colleges conference. The students took home 26 awards in the categories of general excellence, student newspaper and magazine, sports feature story and photo, human interest story, editorial and layout.

■ Pierce began to offer citizenship training classes to participants in the federal amnesty program. The initial classes were held on campus and at Agoura High School.

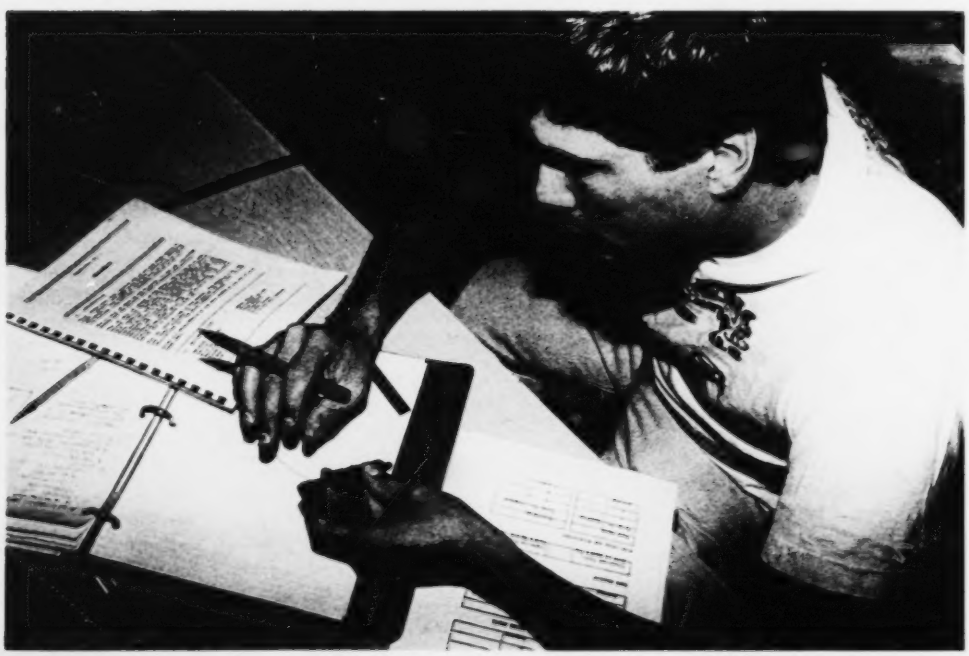
■ In order to provide workers with new career options, Pierce held a series of career exploration workshops for AT&T employees who faced possible layoffs because of technological change. The college offered the workshops through the Alliance for Employee Growth and Development, a cooperative venture of AT&T, the Communication Workers of America and the International Brotherhood of Electrical Workers.

■ The college successfully completed a five-year validation self study and its accreditation was reaffirmed by the Western Association of Schools and Colleges.

■ Pierce's high school student recruitment effort was extremely successful this year. More than 2,100 students at 16 high schools filed applications for early admission. Once on campus, new students benefitted from the newly established Student Assessment Center.

■ The campus Staff Development Committee encouraged faculty and staff to take full advantage of educational opportunities by providing minigrants for faculty research projects, funds for conference attendance, and tuition for advanced graduate work. Campus projects included a retreat for the Chemistry Department, the restructuring of the nursing curriculum, and a Spring Staff Development Week.

■ The faculty and staff submitted a proposal for federal funding under Title III of the Higher Education Act of 1965. The proposal would fund instructional improvement in basic skills and the lab sciences, library automation, a college-wide management and information system, and institutional research and development.



DR. THOMAS LAKIN
President

Even as Los Angeles Southwest College enrollment continued its upward surge during the past year, the college experienced a renewed commitment to excellence in serving its students and the community. A concerted effort was made by the administration, faculty and staff to develop and establish programs that provide the support and encouragement our students require for success in their educational pursuits. Special effort was concentrated in the areas of student retention and achievement.

Southwest College is responding positively to a challenge made by Dr. Richard Alfred of the University of Michigan, who stated, "In the last analysis, community college effectiveness will depend on documentation of quality, service, and sensitivity to constituency needs, not on marketing and short-sighted policies." We have begun to analyze our effectiveness as an institution.

The dream of the college's founders for a complete comprehensive community college to meet the educational needs of the community took major steps toward realization during the year. The college received funding for the working drawings for a $7 million Technical Education Center and a $13.6 million Physical Education Complex, and plans moved ahead for the construction of an Arts and Community Center, a Student Services Center and renovation of the existing main building complex.

Growth and progress characterized the 1988-89 academic year at Southwest College, a re-energized college making strides in all areas as "We Build the Best . . . Build L.A. Southwest."

THE COLLEGE RECEIVED FUNDING FOR THE WORKING DRAWINGS FOR A TECHNICAL EDUCATION CENTER AND A PHYSICAL EDUCATION COMPLEX

■ In 1988-89, Southwest College continued its increase in student enrollment and student class load. Enrollment for the 1988 fall semester was 5,358, a 15.4 percent increase from the previous year. The college's weekly student contact hours total was up 21.5 percent in the spring semester.

■ Southwest College's status as a fully accredited institution was reaffirmed by the Western Association of Schools and Colleges. "Staff morale is high and the turnaround made by the College . . . has been remarkable," was the accreditation team's evaluation.

■ Through a $250,000 grant from the U.S. Department of Education, a new student support services program was established. The program, called Student Preparatory Achievement Retention Center (SPARC), addressed the special needs of handicapped and first-generation college students.

■ Dr. John Brooks Slaughter, president of Occidental College and former chancellor of the University of Maryland, was the speaker for the inaugural President's Colloquium conducted as part of the annual Founders Day festivities. Dr. Slaughter challenged the nation's colleges to more effectively utilize all human resources.

■ The college's dormant Community Services program sprang back into existence with a flourish. An open house and free concert by the famed Southeast Los Angeles Symphony was followed by a varied summer slate of non-credit classes, workshops and activities for different ages and interests.

■ A second annual Business Breakfast was sponsored by the Southwest College Business-Industry Division. Aimed at fostering greater cooperation between educators and the business community, the breakfast honored some of the college's outstanding students and featured guest speaker Wayne A. Munsey, Pacific Bell executive.

■ The college's Nursing Learning laboratory was named the Ophelia Long Learning Laboratory in honor of the Kaiser Permanente hospital administrator who has been a staunch supporter of the college's nursing programs.

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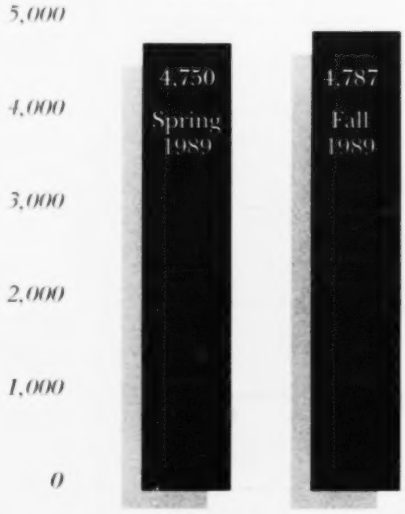
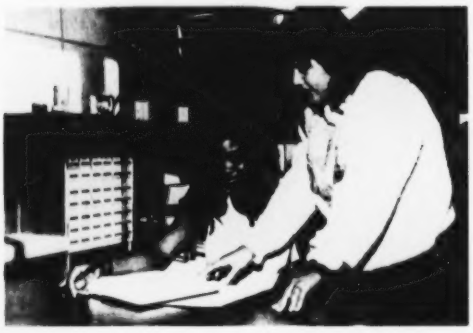


"STAFF MORALE IS HIGH AND THE TURNAROUND MADE BY THE COLLEGE...HAS BEEN REMARKABLE"

■ Highlighting the second year of the Southwest College International Education program was a lecture by Lt. Gen. Peter Zuze, ambassador to the United Nations for the Republic of Zambia. The program involved students, faculty and the community in lectures, exchange studies in foreign countries and trade development aimed at improving global understanding and relationships.

■ The college put its new $250,000 language laboratory on display during a special ceremony. The state-of-the-art laboratory was funded as part of a $3.5 million Title III grant from the Special Needs Program of the U.S. Department of Education.

■ Two professional publications were added to the college's ongoing effort to enhance public awareness of Southwest College: "A Commitment to Education," produced by the Xerox Corporation for the college; and "Showcase," a community newsletter produced by the college. Both effectively inform readers about the quality and spirit of Southwest College.



CHARON GENTILE, M.D.
Lieutenant, U.S. Navy
Southwest transfer student
Class of 1981

"There is a way out; you can be anything you want to be. You don't have to be trapped by other people's evaluations of you."

(When Charon Gentile says it is possible for a person suffering from serious life setbacks to achieve any goal or dream in life—even becoming a surgeon— she speaks with conviction because that's exactly what she has done.

In 1988 the former Southwest College student graduated as a medical doctor from the world-famed Mayo Medical School and is now a Navy lieutenant serving an internship with the U.S. Navy in Sicily, with the long term goal of being a trauma surgeon.

Gentile's early years were filled with one hardship after another. Raised by relatives, she dropped out of school at 12 to take care of her stepmother. When her stepmother died a few years later, Gentile, then 16, married to avoid being sent to a detention home. The man she married turned out to be a physically abusive drug addict. After their son was born, she left her husband to go to California.

Unwilling to settle for a life of public assistance, Gentile set about achieving her aim of becoming a doctor. She passed the Graduate Equivalency Diploma test and enrolled at Southwest College, where she earned all A's as a pre-med major.

She went on to graduate with honors from Loyola Marymount University and enrolled in the Mayo School of Medicine as one of 40 selected from among 5,000 applicants.)

DR. EVELYN C. WONG
Acting President

As Los Angeles Trade-Technical College completes its 63rd year of serving the educational needs of the community, we are especially proud of the hundreds of thousands of students who have completed their coursework in our vocational and technical programs. These students have entered the workforce and have made substantial contributions to our community.

Although the college is a leader in vocational and occupational education, we also offer a wide range of programs and courses for students desiring to transfer to a four-year college. In the 1988-89 school year, for example, approximately 15 percent of LA Trade-Tech's students were enrolled in programs designed to provide the first two years of a four-year program.

Particularly noteworthy are our vocational and technical teaching laboratories and extensive instructional equipment which draw students from a wide geographical area. For example, over 60 percent of our students live beyond our service area; in fact, students commute from such remote communities as San Luis Obispo, Santa Barbara and San Diego.

With a competent and dedicated staff and programs responsive to the needs of business and industry, Trade-Tech looks forward to continuing to fulfill its unique mission—offering collegiate level instruction in a variety of in-depth career programs in the trade, technical and business areas, as well as general studies leading to transfer to a four-year institution.

LOS ANGELES TRADE-TECHNICAL COLLEGE

TEXTILE AND COSTUME MUSEUMS WERE ESTABLISHED TO SERVE AS AN INVALUABLE TEACHING RESOURCE

■ Trade-Tech implemented a Master Plan for its English-as-a-Second-Language program, which provided for a new curriculum, an ESL instructional lab and specialized instructional and student support services.

■ The college's Fashion Design program had the distinction of having one of its graduates, Robin Piccone, named the 1989 California Designer of the Year. Piccone is only one among many renowned California designers who are alumni of the program.

■ The Greater Avenues for Independence (GAIN) project provided 230 participants with basic skills and job skills training, preparing them for the job market and financial independence.

■ During the past year, the college convened more than 45 program advisory committees. Comprised of representatives from business, industry, labor and education, the committees provided advice and recommendations relating to curricula, staffing and instructional equipment.

■ Trade-Tech's students were awarded a total of 490 associate in arts degrees, 411 associate in science degrees and 1,020 certificates of completion.

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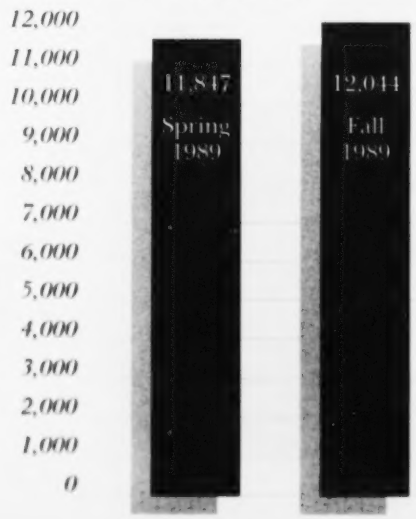

■ The Financial Aid Office served 2,493 student applicants and granted 1,059 financial aid awards.

■ The college started up its Project for Adult College Education (PACE) program, which enables full-time working adults to earn an associate degree in five semesters, making them eligible for transfer to a four-year university. More than 200 students enrolled in PACE in its first year of operation.

■ A number of innovative new programs were implemented including Work Study in Industry, the Summer Readiness Program, the Center for Advancement of Teaching in Technology, Workability III, Learning How to Learn, and the DSP & S High Tech Center.

■ The newly established ESL Center and its bilingual staff provided general college information, registration assistance and counseling to more than 3,500 limited English proficient students.

■ The college began its Amnesty Program and provided Phase II instruction for eligible legalized aliens. Over 1,000 Amnesty students

22

"I ALWAYS TRY TO HIRE STUDENTS FROM TRADE-TECH. I KNOW THEY HAVE A WELL-ROUNDED BACKGROUND."

received Certificates of Satisfactory Pursuit at an awards ceremony jointly hosted by the college and the Immigration and Naturalization Service.

■ Trade-Tech reopened its Student Job Placement Office. The office accepted 1,500 employer requests and referred over 1,000 students for job interviews.

■ A Textile Museum and a Costume Museum were established to serve as an invaluable teaching resource for our fashion design students. The museums are also open to the public.

■ During the past year, more than $90,000 worth of library materials and over $700,000 worth of instructional equipment was purchased for college use.

■ The college raised $64,000 in donations and grants for the College Foundation, generated equipment and supplies worth $60,000 for the Electrical, Mechanical and Construction Department, and accepted numerous donations of instructional equipment, including an IBM 386 computer, a Novelle networking system, a Crosfield Magnascan color scanner and an Eastman rapid access film processor.

Below: Trade-Tech's fashion students show off their designs at the annual "Gold Thimble" Award Fashion Show.

ROBIN PICCONE
Trade-Tech Class of 1979
President of Body Glove Swimwear

"I went to Trade-Tech because the apparel arts curriculum came highly recommended. I got so much out of it. I was already working one year through college.

"The teachers were very good and the training stood me in good stead, providing me with a background in every phase of the business. I learned how to sew samples and make patterns and grade them. I liked the amount of hours devoted to each subject, so you could concentrate on each of them.

"I always try to hire students from Trade-Tech. I know they have a well-rounded background and have no pre-conceived notions about the fashion industry, that it isn't all glamour, but 99 percent hard work."

(Piccone, a graduate of Trade-Tech's Fashion Design program, was named California Designer of the Year for 1989 by a panel of more than 800 fashion editors and retailers.

President of Body Glove Swimwear, a company she founded four years ago, Piccone has had her fashions featured in Elle, Vogue and Harpers Bazaar. Last year her company realized $11,000,000 in sales.

Piccone is known for her pioneering use of neoprene, the rubber fabric used in wetsuits, as a women's swimwear fabric.

While enrolled at Trade-Tech, Piccone received five out of six Gold Thimble awards, given to outstanding students in apparel arts.)

DR. MARY LEE
President

Los Angeles Valley College is a "people's college," in which students benefit from an excellent teaching faculty, dedicated classified staff and concerned administrators—all committed to providing the best in community college education.

Long-time faculty and new faculty alike enjoy Valley's academically challenging environment and the college's excellent reputation in the community.

The classified staff's contribution in providing campus support services is a substantial one, whether working in admissions, the bookstore or cafeteria, the buildings and grounds area, or Student Services.

Valley's administrators, too, in their dynamic interaction with faculty, students and staff, help the college achieve its true potential.

It is people who make Valley College what it is today—a dynamic group of individuals dedicated to serving almost 19,000 students in an ethnically diverse and changing community.

The 1988-89 highlights which follow reflect the involvement of Valley College faculty, students, administrators and staff in the areas of higher education, business and industry, kindergarten through twelfth grade education, and community organizations.

One of the high points of the past year was the creation of a new and enthusiastic board of directors for the college's Patrons Association. Serving as the college foundation, the Association is involved with fundraising and public relations which benefit the college and its students.

Valley College is truly a "community college" in the broadest sense of the word, for our course offerings, outreach programs, transfer curriculum, honors classes, and cooperative efforts with business and industry exemplify our dedication to the community we serve.

THE "VALLEY BUSINESS SUCCESS EXPO" BROUGHT MANY OWNERS OF SMALL BUSINESSES TO THE CAMPUS FOR THE FIRST TIME

■ Valley's transfer students again received a host of scholarships from four-year institutions. Two of the largest were given to Terrie Harrow and Matthew Story who each received $2,500 scholarships from the UCLA Alumni Association Community College Transfer Scholarship Program.

■ The "Valley Business Success Expo" brought many owners of small businesses to the campus for the first time. The event was co-hosted by the college, the Daily News, KGIL Radio, the Valley Economic Development Center, and the Greater Van Nuys Area Chamber of Commerce. The event was co-chaired by Pat Hodges, Director of Valley College's Center for the Advancement of Business, Labor and Education (CABLE).

■ The college implemented a variety of matriculation activities, continued its ongoing assessment and orientation program, and provided incoming students with new "Introduction to College" courses.

■ Valley hosted its first High School Relations Coordinating Committee meeting. The meeting provided an opportunity for college administrators and counselors to discuss articulation issues with principals and college advisors from local high schools and community adult schools.

■ The Admissions Office came fully on line with the district computer data base. Now transcripts can be produced locally, providing faster service for student requests.

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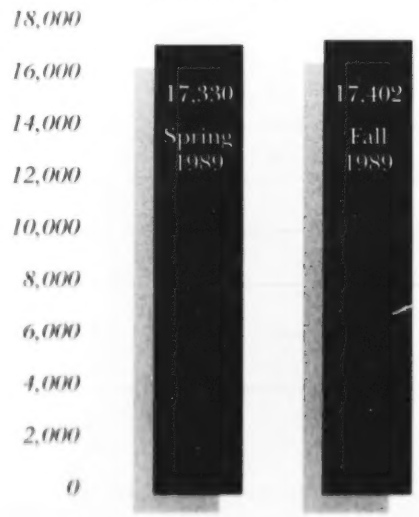
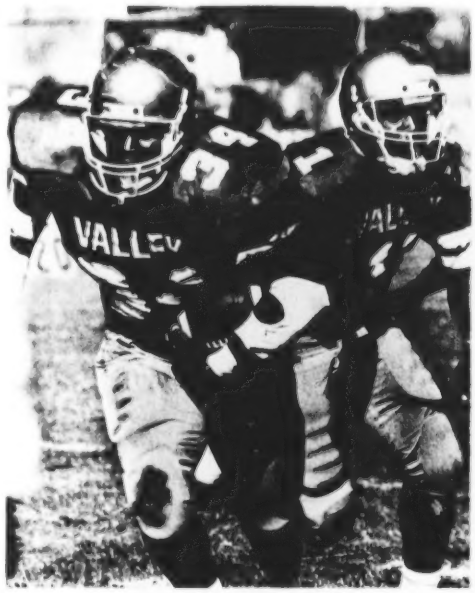




■ Dr. Lois Berquist, a member of the District Committee on AIDS, developed a new course titled "AIDS: Biology and Impact."

■ The college welcomed Bernard Hennigan, professor of business, as an exchange teacher from Lane College in Leeds, England. Robert Bond, Valley professor of business, took Hennigan's teaching position at Lane. Also, Dr. Mary Lee, college president, visited Lane during the spring semester.

■ The Honors Program expanded to include courses in biology, chemistry, English, geography, history, mathematics, music, philosophy, psychology and sociology. Honors courses were offered for the first time to evening students.

■ A large number of faculty retired last year and Valley recruited an outstanding group of new instructors. In order to reflect current student demographics, more than half of the new faculty hired were women and more than half represented ethnic minorities.

■ Dr. William Wallis, professor of English, published a series of essays written by students in his English 101 and English-as-a-second-language classes.

"I ENJOYED VALLEY'S FRIENDLY ATMOSPHERE AND ENVIRONMENT. THE CLASSES WERE SMALL AND I FOUND I COULD TALK TO THE TEACHERS."

■ Football coach Chuck Ferrero was successful in helping 15 of his players obtain scholarships to four-year colleges and universities.

■ Monarch Day Camp, under Gary Honjio's direction, enrolled 600 youngsters, ages five to 16, in sports programs.

■ The Women's Basketball team finished first in its conference and second in the state. Ruth Aguilar, Women's Basketball player, was voted Western State Conference player-of-the-year. The Men's Swimming team was second in its conference, the Football and Men's Baseball teams both finished third.

■ The Extended Opportunity Program and Services Office carried out "Project Second Chance," a program which encourages high-potential, low achieving students to attend community college.

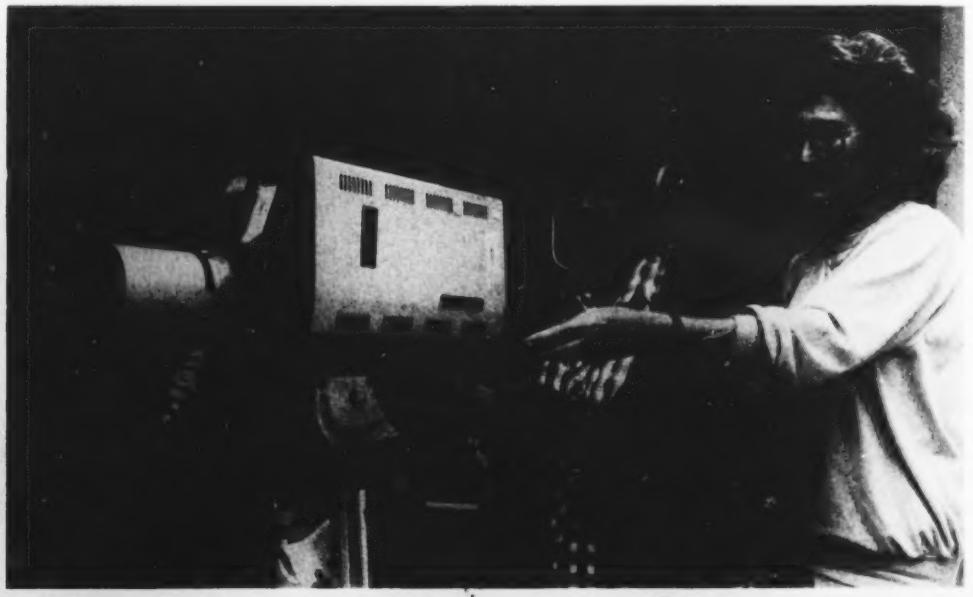
■ Contract education classes were provided for employees at a number of local companies: "Financial Planning" was offered at General Motors, "Career Planning and Assessment" at MCA-Universal, and "Employee Growth and Development" at AT&T.

■ Valley College's student newspaper, The Star, was named "All American" by the Associated Collegiate Press. It also received their "Five Marks Distinction." At the Journalism Association of Community Colleges conference, the paper was awarded first place for overall excellence, and Valley's journalism students received 33 awards. Valley's annual student publication, The Crown, received seven awards.

■ Valley began its Amnesty Program by offering English-as-a-second-language and civics classes to eligible individuals. The state-mandated Greater Avenues for Independence (GAIN) Program opened a learning center to provide basic skills training for program participants.

■ The departments of English, Speech-Broadcasting, and Psychology developed an integrated approach to English instruction. A coordinated assessment program ensures that students enroll in classes appropriate to their skill levels, whether in developmental communication, speech or writing. Overseeing the collaboration were department chairs Mary Zuckerman, English, Jack Sterk, Speech-Broadcasting, and Dr. Pat Blakeslee, Psychology.

■ The college's accreditation was reaffirmed through 1994 by the Western Association of Schools and Colleges.



ERIC DAHLIN
Valley transfer graduate
Class of 1989

"I wasn't ready for college after high school, so I spent four years in the military. After I got out, Valley College helped me to ease back into education.

"I enjoyed Valley's friendly atmosphere and environment. The classes were small and I found I could talk to the teachers. Most of them had experience in the real world and they wanted to share those experiences with their students. My classes were top-notch and also inexpensive!

"Last year I transferred to UCLA to study philosophy. Every single class I needed to take for my general education requirements at UCLA, I had taken at Valley. It was perfect for me. Everything I needed transferred right over.

"Valley College also gave me the opportunity to get involved in extra-curricular activities and student government and I learned how to work with faculty and administration."

During the 1988-89 school year, Dahlin distinguished himself at Valley by being named to the Dean's list twice. He was a member of the Tau Alpha Epsilon Honor Society and was enrolled in the honors program. He held a number of positions in the Associated Student Body Government including senate president pro tem. He was a recipient of the History, Humanities, Law and Political Science Scholarship, and he successfully completed the honors transfer program. He plans to get an advanced degree in philosophy, with the career goal of teaching at the college level.

DR. LINDA THOR
President

West Los Angeles College's 20th year was very eventful, with our re-accreditation, anniversary activities, and a number of other events that inspired the participation of faculty, staff, students and members of the community.

The re-accreditation process was an extensive one which provided us with a valuable opportunity for self examination, and resulted in the reaffirmation of our accreditation until June of 1994.

The college received numerous commendations from the accreditation team, which concluded that, "West Los Angeles College is on track and moving forward with energy, enthusiasm and new leadership."

I'd have to agree that one of the most striking aspects of the college is the incredible spirit and sense of pride among the men and women who make up West's "family." I once heard it said that work is love made visible. We at West Los Angeles College feel fortunate to have the opportunity to make visible our love of education, of our students, and of what we believe will be a bright and exciting future for our institution.

"WEST LOS ANGELES COLLEGE IS ON TRACK AND MOVING FORWARD WITH ENERGY, ENTHUSIASM AND NEW LEADERSHIP"

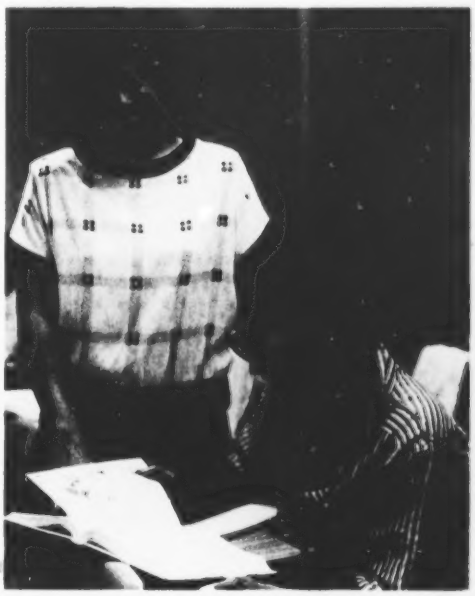
■ West moved ahead on its capital construction projects, with working drawings under way for the Aerospace Complex, which will house technical programs now located at the Airport Center. Working drawings are scheduled to begin shortly on the Gymnasium-Fitness Center and additional indoor physical education facilities.

■ Football superstar Warren Moon of the Houston Oilers was honored for outstanding service to the community, as well as his professional accomplishments, when he received the first Distinguished Alumnus Award from the college at a fund raiser reception hosted by West's Alumni Association.

■ The college Foundation's Endowment Scholarship Fund was established to provide awards for deserving students.

■ Among the college's new programs is the Multi-Cultural Studies program, with courses in language skills, music, business and travel geared to international students, non-native speakers of English, and those interested in learning more about other cultures.

■ Newly instituted, too, is the Supergraduate Program, through which students from Hamilton High School will take classes at the high school and at West during their junior and senior years, allowing them to enter college with sophomore status and then transfer to UCLA as



juniors, just one year out of high school. Twenty-five students are enrolled in the first phase of the program.

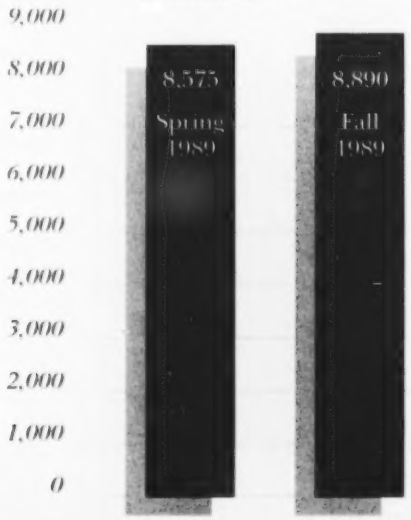
■ Also developed for implementation in the Fall 1989 semester was the new Paralegal program and a professional law library was established for student use.

■ West received grants of nearly $42,000 to establish a new program in hazardous materials technology. When implemented in Spring, 1990, the program will be one of only nine community college programs of its type in the state.

■ More than 400 students received the Associate of Arts degree or certificates of completion at West's 21st Commencement ceremony. Participating was the first graduating class of West's PACE (Project for Adult College Education) Program, designed for working adults who wish to attend college full-time.

■ "West," a quarterly newsletter designed for alumni, community members and friends of the college, was initiated, with a distribution of 5,000 copies per issue.

ENROLLMENT



"I'LL ALWAYS BE GRATEFUL TO WEST FOR THE GREAT EDUCATION I GOT, AND FOR ALL THE ENCOURAGEMENT THEY GAVE ME."

■ The college undertook a study of student enrollment and retention characteristics, thereby identifying distinct student profiles and high potential, high participation zip codes which are now being targeted in promotional activities and materials.

■ Dr. Christopher Donnan, nationally acclaimed archaeologist called "the world's leading authority on the culture of the ancient Moche Indians," spoke at the college. Dr. Donnan, who is director of UCLA's Museum of Cultural History, discussed his participation in the recent discovery of the tomb of "The Peruvian King Tut," a Moche burial site that was identified as the richest archaeological find in the Western Hemisphere.

■ Dr. Irving Bengelsdorf, noted chemist and science writer (former science editor for the Los Angeles Times), spoke on "Snakeroot, Tremors and Depression: The Chemistry of Mental Illness" as part of the college's Chemistry Lecture Series.

■ Black History Month activities included award-winning actor Bennet Guillory appearing in a one-man play about the life and career of renowned Black actor, singer and activist Paul Robeson. In addition, the Black Student Alliance presented a Black Film festival, featuring movies from the '50s to the '80s.

■ Dr. Leonard Olguin, author, educator and consultant, spoke on "Opening the College Gate to Minority Students" at West's First Annual Staff Development Education Seminar.

■ Meetings of the college's Westside Religious Consortium featured presentations on such timely topics as how gangs and drugs affect congregations, and the new tax laws and their impact on religious institutions.

■ Football returned to the college after a two-year layoff, and West fielded a Men's and Women's Cross Country team for the first time since 1982.

■ West has developed a student athlete assistance program which will provide referrals to community agencies for problems relating to substance abuse or personal problems. Faculty, staff and administrators are also volunteering to be available to help students. And West is putting together a matriculation model so that student athletes can complete their associate degrees in two to two-and-a-half years.

■ Thirty-nine students received $11,000 in scholarships at the "Salute to Champions" awards ceremony.

WARREN MOON
Star Quarterback, Houston Oilers Football Team
West Class of 1973
1989 Alumnus of the Year

"When I graduated from high school, I knew I wasn't ready for the impersonal environment of a large four-year university. I needed to be someplace where I wouldn't get lost in the crowd, where the professors would have the time to give me individualized attention instead of putting me in large classes of 200 or 300 freshmen.

"At West Los Angeles College, I got that kind of special attention, and I also got a solid academic background that enabled me to transfer to the University of Washington and continue my studies there. And West gave me the opportunity to show what I could do on the football field, too, which I believe helped me to get a better scholarship when I was ready to go on to a university.

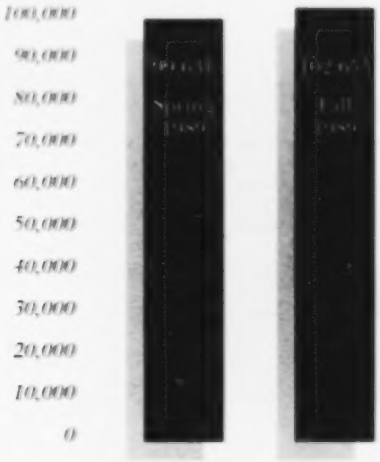
"I'll always be grateful to West for the great education I got, and for all the encouragement they gave me."

(West is pleased to announce that Warren Moon pledged $5,000 to a scholarship fund started in his name at the college. In addition to his professional football career, Moon is active in a variety of community and charity activities, including extensive involvement with the Sickle Cell Foundation, United Negro College Fund, Urban League, Ronald McDonald House, Special Olympics, March of Dimes, and Muscular Dystrophy Association.)

STUDENT ENROLLMENT CHARACTERISTICS

THE GRAPHS BELOW PROVIDE AN OVERVIEW OF STUDENT DEMOGRAPHICS INCLUDING ENROLLMENT CHARACTERISTICS AND GOALS

AGE



ENROLLMENT FOR THE NINE COLLEGES OF THE LOS ANGELES COMMUNITY COLLEGE DISTRICT

ETHNIC BACKGROUND

SEX

CLASS LEVEL

UNIT LOAD

TIME OF DAY

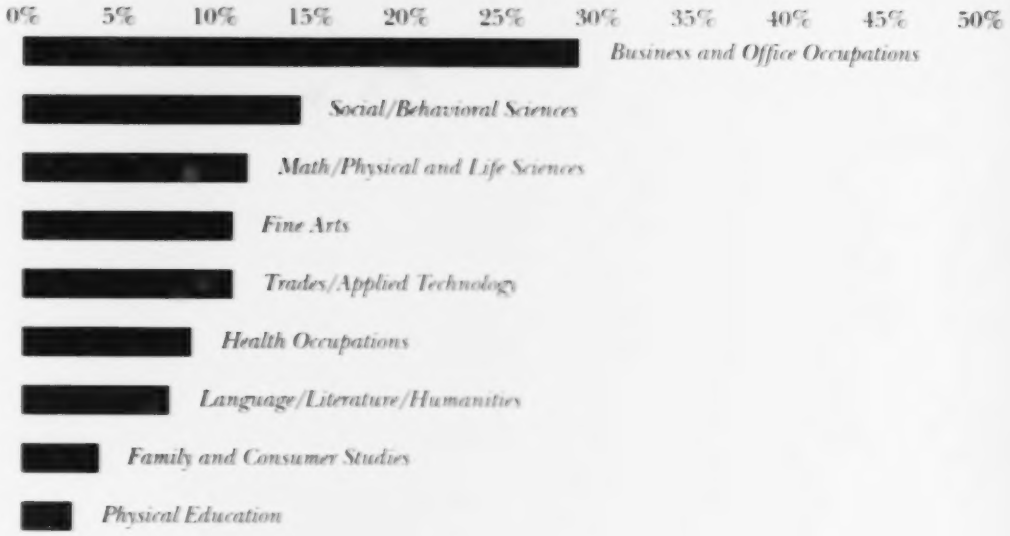
EDUCATIONAL GOAL

STUDENT SURVEY

THE FOLLOWING STATISTICS, BASED ON A SPRING 1989 SURVEY OF 10 PERCENT OF OUR STUDENTS, PRESENT ADDITIONAL INSIGHTS REGARDING OUR STUDENTS:

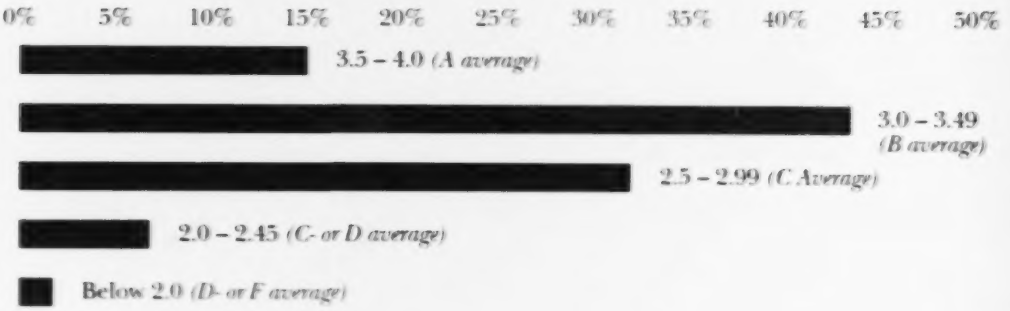
GREATEST SUBJECT AREA INTEREST

The subject areas selected by our students ranged from career training to liberal arts/transfer education.



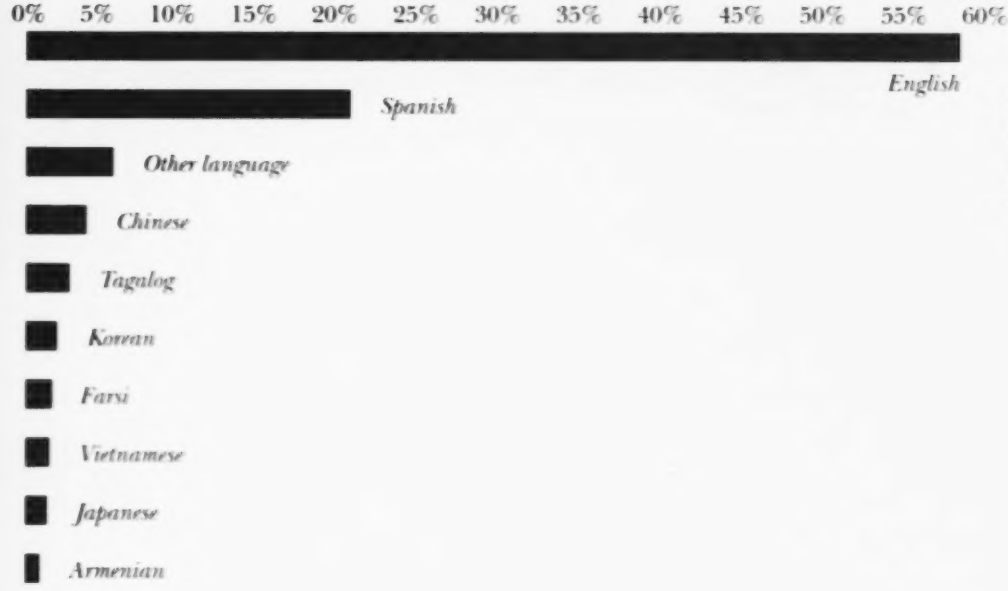
HIGH SCHOOL GRADE POINT AVERAGE

Students enrolling at our colleges were, for the most part, B and C average high school students.



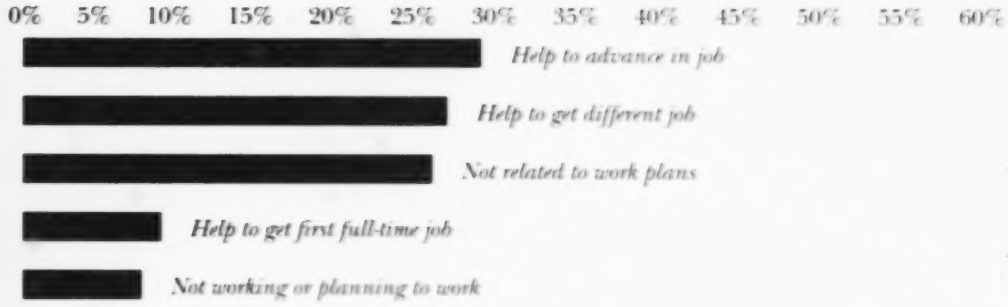
STUDENT SURVEY

ALMOST TWO-THIRDS OF THE STUDENTS NOTED THEY ENROLLED IN CLASSES DIRECTLY RELATED TO JOB TRAINING, WITH A CAREER GOAL IN MIND.



NATIVE LANGUAGE

Spanish was the native language of one student in five. Asian languages were spoken by one of every eight students.



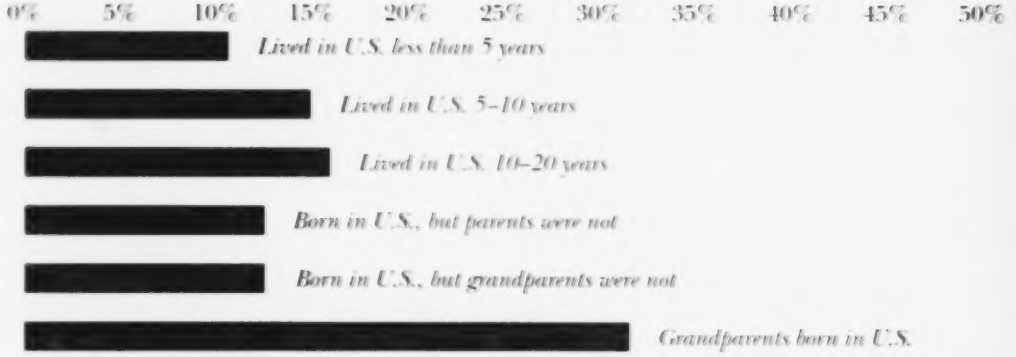
RELATIONSHIP OF COURSE ENROLLMENT TO WORK PLANS

Almost two-thirds of the students noted they enrolled in classes directly related to job training, with a career goal in mind.

ONE IN FOUR OF OUR STUDENTS HAS LIVED IN THE UNITED STATES LESS THAN 10 YEARS

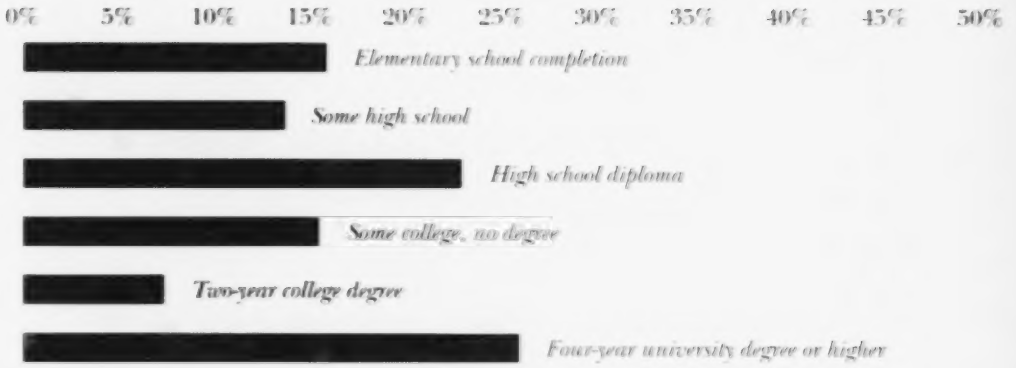
LENGTH OF RESIDENCE IN THE UNITED STATES

One out of every 10 students has lived in the U.S. less than five years. One in four has lived in the U.S. less than 10 years.



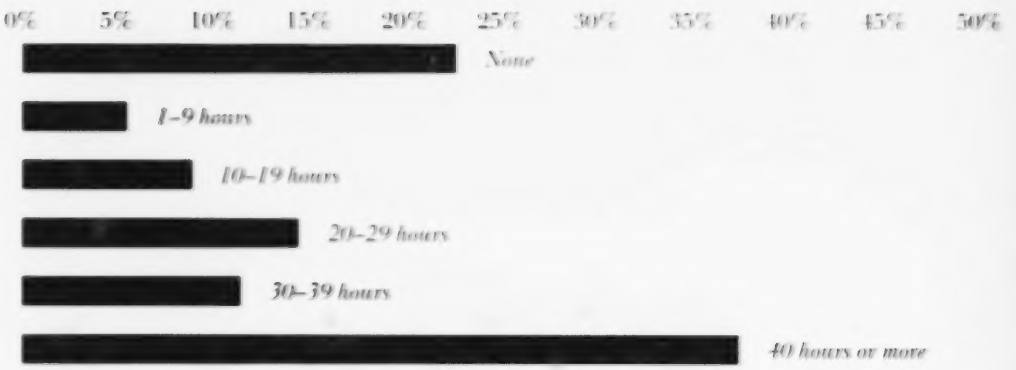
PARENTS' HIGHEST LEVEL OF EDUCATION

One-half of our students had parents who never attended college.



NUMBER OF PAID WORK HOURS PER WEEK

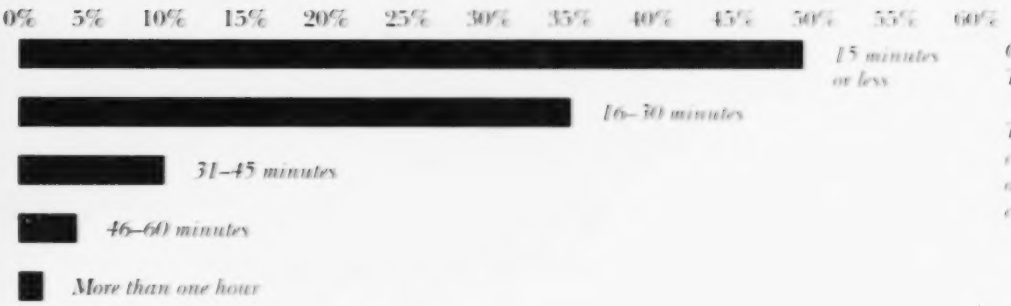
Almost 80 percent of our students work, with more than one-third working full-time.



ALMOST 80 PERCENT OF OUR STUDENTS WORK, WITH MORE THAN ONE-THIRD WORKING FULL-TIME.

MOST IMPORTANT REASON TO ENROLL AT AN LACCD COLLEGE

More than one-third of our students chose to attend a particular college because it was close to home.



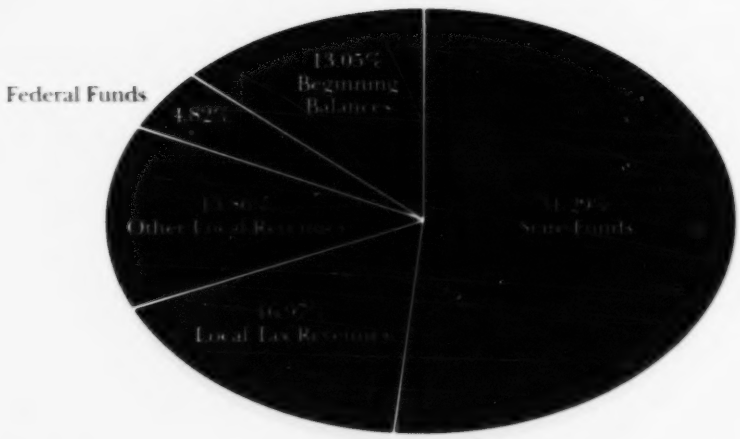
COMMUTING TIME TO COLLEGE

The fact that students chose a college close to home was borne out by their relatively short commuting distances.

BUDGET OF $333,844,406 FOR THE NATION'S LARGEST COMMUNITY COLLEGE SYSTEM

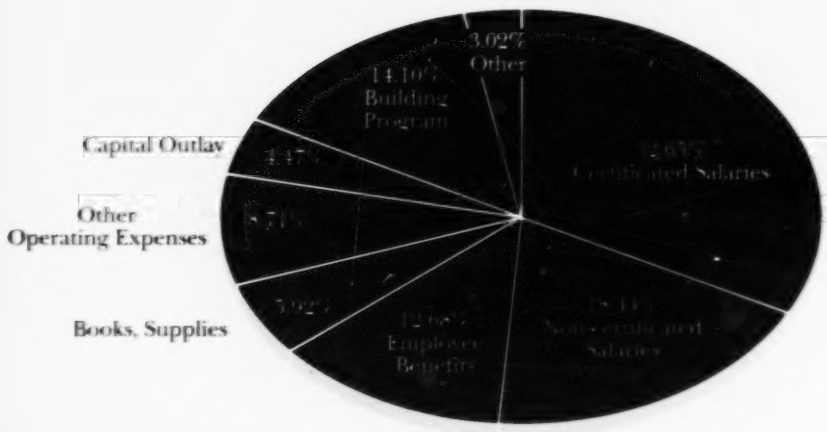
The Los Angeles Community College District budget of $333,844,406 covers the operating costs of the nation's largest community college system for the 1989–90 fiscal year. the following are some pertinent facts about the budgets.

REVENUE



State Funds:	$171,241,030
Local Tax Revenues:	56,663,638
Other Local Revenues:	46,275,659
Federal Funds:	16,099,365
Beginning Balances:	43,564,714
TOTAL REVENUE	$333,844,406

APPROPRIATIONS



Salaries	
Certificated:	$109,010,761
Noncertificated:	61,550,112
Employee Benefits:	42,345,880
Books, Supplies:	19,771,057
Other Operating Expenses:	29,087,941
Capital Outlay:	14,939,065
Building Program:	47,063,167
Other:	10,076,423
TOTAL APPROPRIATIONS	$333,844,406

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